

THE SPEECH ACT OF APOLOGY AS REALIZED BY EFL LEARNERS

THESIS

In Partial Fulfillment of the Requirement for Master
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by:

FITRI ANJARSARI SUDIRMAN

201510560211023

DIRECTORATE OF POSTGRADUATE PROGRAM

UNIVERSITY OF MUHAMMADIYAH MALANG

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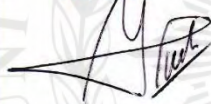
THE SPEECH ACT OF APOLOGY AS REALIZED BY EFL LEARNERS

Proposed by:

FITRI ANJARSARI SUDIRMAN
201510560211023

Has been accepted on
Monday, 30th July 2018

Advisor I



Dr. Hartono, M.Pd

Advisor II



Dr. Sudiran, M.Hum

Director of Directorate of
Signature Program



A. Khusnul Khatimah, Ph.D

Head of Program Study
Master of English Language Education



Dr. Hartono, M.Pd

THESIS

FITRI ANJARSARI SUDIRMAN
201510560211023

Has been examined in front of examiners
on Tuesday, 30th July 2018 and decided that
it has fulfilled the requirements to get
Master Degree of English Language Education
in Postgraduate Program of University of Muhammadiyah Malang

The Examiners

Chief : Dr. Hartono, M.Pd

Secretary : Dr. Sudiran, M.Hum

1st Examiner : Dr. Sri Hartiningsih, M.M

2nd Examiner : Bayu H. Wicaksono, M.Ed, Ph.D

LETTER OF STATEMENT

I, the undersigned:

Name : **FITRI ANJARSARI SUDIRMAN**

NIM : **201510560211023**

Study Program : **Master of English Language Education**

Herby, I declare that:

1. The thesis entitled **THE SPEECH ACT OF APOLOGY AS REALIZED BY EFL LEARNERS** is my original work and contains no one's paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
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3. This thesis can be used for literature review which can be accessed by others freely (**NON-EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 30 July 2018

The Researcher,



FITRI ANJARSARI SUDIRMAN

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Malang, 30 July 2018
The Researcher,

Fitri Anjarsari Sudirman

ABSTRACT

Sudirman, Fitri Anjarsari. 2018. *The Speech Act of Apology as Realized by EFL Learners*. Thesis. Post Graduate Program of English Language Education, University of Muhammadiyah Malang. Advisor: **1. Dr. Hartono, M.Pd, 2. Dr. Sudiran, M.Hum**

The purposes of this present research were, (1) to describe the strategies of apology used by EFL learners, and (2) to describe the way male and female EFL learners in the use of apology strategies.

This research was descriptive study. This study attempted to give more detail description about apology strategies and the study also sought to investigate the differences between male and female EFL learners in the use of apology strategies. This research was conducted in University of Muhammadiyah Malang. The subject of this research was master program in English Language Teaching class of 2017-2018. There were 11 males and 11 females. In collecting the data, the researcher employed interview, and Discourse Completion Task (DCT). The data were categorized and analyzed based on Olshtain and Cohen (1983) of apology strategies.

The result of this research showed that EFL learners used various types of apology strategies in completing Discourse Completion Task (DCT). the researcher found that the learners used five types of apology strategies. The five were an expression of apology (IFID), an offer of repair (REPR), an explanation of an account (EXPL), acknowledgement of responsibility for the offense (RESP), and a promise of forbearance (FORB). The result also showed that the use of IFID among males as well as females represented the first highest apology strategy. It had become clear that the use of IFID often co-occurred with other apology strategies. In other words, participants often used multiple apology strategies along with IFID.

Based on the data analysis, it can be concluded that having ability to use apology strategies which was suitable with situations and relationships (status) was one important aspect of communicative competence. This research was expected to be useful for EFL teachers in providing the students with more opportunities in having English exposure, particularly cultural differences. The teachers could use DCT as pragmatic exercise to assess the development.

Key words: *speech act of apology, gender*

ABSTRAK

Sudirman, Fitri Anjarsari. 2018. *Tindak Tutur Meminta maaf yang Digunakan oleh Peserta Didik Bahasa Inggris*. Tesis. Program Pascasarjana Pendidikan Bahasa Inggris, Universitas Muhammadiyah Malang. Pembimbing: **1. Dr. Hartono, M.Pd, 2. Dr. Sudiran, M.Hum**

Tujuan dari penelitian ini adalah (1) untuk mendeskripsikan strategi yang digunakan oleh para siswa ketika meminta maaf (2) untuk mendeskripsikan perbedaan strategi yang digunakan oleh laki-laki dan perempuan ketika meminta maaf.

Penelitian ini adalah penelitian deskripsi. Penelitian ini memberikan penjelasan yang lebih rinci tentang strategi-strategi dalam meminta maaf dan juga menginvestigasi perbedaan strategi yang digunakan oleh laki-laki dan perempuan ketika meminta maaf. Penelitian ini dilaksanakan di Universitas Muhammadiyah Malang. Subjek dari penelitian ini adalah mahasiswa pascasarjana dari jurusan pendidikan Bahasa Inggris angkatan 2017-2018. Ada 11 mahasiswa laki-laki dan 11 mahasiswa perempuan. Dalam pengumpulan data, peneliti menggunakan teknik wawancara dan Wacana Penyelesaian Tugas (*Discourse Completion Task*). Data yang diperoleh dikategorikan menggunakan teori dari Cohen dan Olshtain (1983) tentang strategi-strategi meminta maaf.

Hasil dari penelitian ini menunjukkan bahwa siswa menggunakan bermacam-macam strategi ketika melengkapi angket. Peneliti menemukan lima tipe strategi. Strategi-strategi tersebut adalah *expression of apology* (IFID), *an offer of repair* (REPR), *an explanation of an account* (EXPL), *acknowledgement of responsibility for the offense* (RESP), and *a promise of forbearance* (FORB). Hasilnya menunjukkan bahwa penggunaan IFID baik laki-laki dan perempuan menduduki peringkat pertama sebagai strategi yang paling sering digunakan. Dengan kata lain, siswa sering mengkombinasikan strategi satu dengan yang lain.

Dari data analisis dapat disimpulkan bahwa kemampuan untuk menggunakan strategi meminta maaf yang sesuai dengan situasi dan hubungan (pembicara dan lawan bicara) merupakan salah satu aspek penting dalam berkomunikasi. Penelitian ini diharapkan bermanfaat untuk para pengajar dalam meningkatkan kemampuan para siswa dalam bidang Bahasa Inggris. Para pengajar dapat menggunakan Wacana Penyelesaian Tugas (*Discourse Completion Task*) untuk mengukur kemampuan berbahasa.

Kata kunci: *tindak tutur meminta maaf, jenis kelamin*

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BACKGROUND OF THE STUDY

One of the most fundamental parts of pragmatics is speech acts. Speech acts are defined by Austin (1962) as actions which are performed in saying something (as cited in Cutting, 2002). Requesting, complimenting and apologizing are examples of speech acts that demonstrate the intentions of the speakers. The ability to perform various speech acts is an important part of the development of communicative competence (Kwon, 2003). Being able to employ speech acts appropriately can be defined as having the knowledge to communicate with others (Eisenstein and Bodman, 1986). More important is that language learners must know the right forms of words (why, when and how to use appropriate words) because speech acts are carried out in daily interactions.

One of the common speech act is the speech act of apology. The speech act of apology has increased more attention and interest than others (Grainger and Harris, 2007). Probably, this is because of its important roles (Lakoff, 2001), and the fact that the speech act is frequently used in the society (Cordella-Masini, 1989). Apart from its function, apologizing involves many substances and many benefits in its realization (Grainger and Harris, 2007). So, the selection of speech act of apology is because of its significant function as a need when someone's action or utterances makes another offended.

Among the types of speech act, apology has been found as a difficult one for language learners, who have to repair the misunderstanding and misinterpretation (Hussein and Hammouri, 1998) between themselves and their hearer after conflict. Not only it is believed to be complex in nature, but the realization of such a remedial exchange has also been proven to be both linguistically and culturally specific (Holmes, 1990; Blum-Kulka and Olshtain, 1984). Therefore, as Bataineh and Bataineh (2008) regard it, it is a problematic speech act that is often difficult to learn for most foreign and second language learners. In other words, apologizing is not an easy matter in the target language production.

The different cultures will realize apologizing in different ways. For example, differences also have been observed between English and Japanese. Nonaka (2000), for instance, suggested that Japanese say, 'I'm sorry', to show consideration toward their interlocutor's feelings even if the speaker is not at fault, whereas Americans only apologize if they really consider themselves in the wrong side. Thus, whereas some learners may be able to make effective use of their L1 strategies to apologize, other learners may not.

Moreover, some issues revealed about apology and gender. Holmes (1989) revealed that male and female learners produced apologies in different way. Then, Tannen (1994), who reported that females were more often to do apology than males. Nevertheless, studying gender differences in using language is not attempt to make a gap between male and female, but it is used to understand the possible differences between the two in the real life.

In essence, from the aforementioned reasons, the study on this area is still worth to investigate since apologizing is a culturally polite ritual, and the way to use apology strategy usually differs from one society to another. Thus, the researcher intends to conduct a study on apology strategies. The study aims to find out the apology strategies employed by Indonesian EFL learners. More specifically, the study also seeks to investigate the various issues regarding on how male and female EFL learners differ in using apology strategies.

Based on the information provided in the background of the study above, the statement of the problems are:

- 1) What strategies of apology are used by EFL learners?
- 2) How do male and female EFL learners differ in the use of apology strategies?

REVIEW AND RELATED LITERATURE

Speech acts

Speech acts can be defined as the basic unit of communication, and they are part of pragmatic competence. According to Searle (1969), speech acts theory is based

on the assumption that language is a form of behavior, and it is governed by a strict set of rules. Austin (1962) defined speech acts as acts performed by utterances like giving orders or making promises. Moreover, Schmidt and Richards (1980) stated that speech acts are all the acts we perform through speaking, all the things we do when we speak and the interpretation and negotiation of speech acts are dependent on the discourse or context. According to Sanders (2005), speech act theory focuses on the utilization of formal sayings regarding what diversity they make to the social status of hearers and/or speakers. In general, speech acts are acts of communication. In this study, speech acts are utterances used by the subjects of this study in responding some situations or contexts.

Speech acts cover some illocutionary acts that seem to be more interesting and closer to represent how people communicate with others such as thanking, apologizing, requesting, promising, and so on. Thus, in this study, the researcher focuses on illocutionary act which is apology. Given the importance of speech acts, it is important for language users to master and pick them appropriately in different language situations according to context, so as to facilitate the process of communication.

Definitions of Apology

Under the category of the illocutionary acts, speech act of apology holds an important place in human communication as a face saving act of speech. Thus, it is crucial for people to understand what an apology is and how it functions. The act of apology occurs frequently in our societies. It may take place everywhere, either in public or in private interactions (Grainger and Harris, 2007). An apology is typically a post-event speech act signifying that some kind of violation of social norms has taken place (Spencer-Oatey, 2008). It is regarded as a speech act which pays attention to the face needs of the addressee and is often described as a face-supportive act (Holmes, 1995). Furthermore, Reiter (2004) defines an apology as a compensatory action for an offense made by the speaker which has an impact on the hearer. In brief, apology is used to repair a broken behavioral norm. The person apologizes when someone feels

offended by his/her utterance. Apology aims at strengthening and enhancing personal and interpersonal relationships.

Types of Apology Strategies

Studies on apology strategies have been conducted comprehensively. Olshtain and Cohen (1983), for example, propose a basic set of strategies (also called semantic formulae) in performing apologies. There are five types of apology strategies. The detail information is as follows.

1. An expression of apology (Illocutionary Force Indicating Device)

Illocutionary Force Indicating Device is abbreviated to IFID. It is a category compassing the explicit use of apology expressions that mean sorry, forgive me, etc. The offender admits that he/she had done something wrong. There are three ways of expressing an apology, namely:

- a. An expression of regret (e.g. I'm sorry for inconvenience)
- b. An offer of apology (e.g. I do apologize for my carelessness)
- c. A request for forgiveness (e.g. Please, forgive me for this case.)

An expression of an apology can be intensified whenever the offender feels the need to do so. Such intensification is usually accomplished by adding intensifiers such as "really" or "very" -- e.g., "I'm really sorry."

2. An offer of repair/redress

An offer of repair is abbreviated to REPR. In this type, the offender agrees to make payment or anything that can repair the damage he/she had caused. An offer of repair is usually expressed explicitly. Expressing an offer of repair is usually associated with the future time. For example, if someone is late for an appointment with a friend, s/he might say something like, *"How can I make it up to you -- why don't I buy you lunch on Friday?"* Or, someone who fails to make it to an appointment might say, *"Would you be willing to reschedule the meeting?"*

3. An explanation of an account of the situation

An explanation of an account of the situation is abbreviated to EXPL. This category can be defined as an expression that gives an account of the cause of the

offense. The offender describes the situation that prompted him/her to commit the offense which is used by the offender as an indirect way of apologizing.. In other words, the speaker explains why violation or damage happened. Both explicit and implicit explanations have been considered. The explanation is intended to set things right. In some cultures, this may be a more acceptable way of apologizing than in others. Thus, in cultures where public transportation is unreliable, coming late to a meeting and giving an explanation like, "*The bus was late,*" might be perfectly acceptable.

4. Acknowledgement of responsibility for the offense

Acknowledgement of responsibility for the offense is abbreviated to RESP. The offender realizes his/her responsibility for the offence he/she had caused. The degree of such recognition on the part of the offender can be placed on a scale. The highest level of intensity is an acceptance of the blame: "*It's my fault.*" At a somewhat lower level would be an expression of self-deficiency: "*I was confused/I didn't see/You are right.*" At a still lower level would be the expression of lack of intent: "*I didn't mean to.*" Lower still would be an implicit expression of responsibility: "*I was sure I had given you the right directions.*" Finally, the offender may not accept the blame at all, in which case there may be a denial of responsibility: "*It wasn't my fault,*" or even blaming of the hearer: "*It's your own fault.*"

5. A promise of forbearance

A promise of forbearance is abbreviated to FORB. The offender commits him/herself to not having the offense happen again in the future, which is again situation-specific and less frequent than the other strategies. For example, "*I'll never do it again*".

Apology in EFL Context

Apology speech acts have been investigated cross-culturally in order to find similarities and differences between the languages. The studies have generally been carried out in situations where learners learn the target language as their second language. The studies have shown that some learners employ language transfer from their L1, some learners approximate native speaker norms, or some learners use

completely different formulas they use in their L1 or L2. Having carried out a study with 44 college subjects and comparing the use of apologies in Hebrew and English, Olshtain and Cohen (1993) found that native speakers' apology forms are patterned and nonnative speakers deviate from native speaker norms because of transfer and lack of proficiency.

In conclusion, the cross-cultural studies as well as interlanguage pragmatics studies suggest that there are some significant differences in apology strategies used by native speakers of different languages on the one hand, and EFL learners and native speakers of English on the other hand. Cross-cultural variations imply that learning to function in another language necessitates the cultural and situational knowledge of appropriate language use, and incomplete language use pointed to the demand of EFL learners to enrich their linguistic repertoire and fill the gap between their linguistic and pragmatic knowledge. In other words, they need to develop their pragmalinguistic and sociopragmatic knowledge. Almost all cross-sectional and interventional studies come to the conclusion that EFL learners should be helped for this end.

Gender Differences

One of the most obvious facts of social life is that men and women are different from each other. Men and women not only differ from one to another in biological aspects and physical appearance, but also in speech styles (Holmes, 1995; Coates, 1993; Romaine, 2005; Lakoff, 1975; Tannen, 1990; Cameron, 1990; Wouk, 1999). There has been much evidence produced on gender differences in human speech accompanied by various explanations for the speech behaviors and styles.

Lakoff (1975), for example, classified women's language as non-assertive, facilitative, and polite in reflection of power inequality. He also described women's language as insecure and ineffective (cited in Ogiermann, 2008:259). Tannen's (1990) comparison maintains that women and men differ in communication styles with women tending to be more supportive and rapport-building while men are typically more informative and report-giving. Holmes (1995) points out another difference between men's and women's speech behavior. Evaluating her New Zealand English corpus, she

concludes that women's speech is generally facilitative, affiliative, and cooperative, while men's speech behaviour tends to be more competitive and control-oriented. Much past research has seen men and women belonging to two different sociolinguistic subcultures; they portray women as "merely aberrant or defective copies of men" (Bergvall, 1999, cited in Ogiermann, 2008:259).

By regarding apologies as a negative politeness strategy aimed at fulfilling the addressee's face need (other oriented), women may be thought to be more likely than men to maintain social harmony or equilibrium in society. There is still little if anything known about any gender differences in the way people respond to apologies. There is then a need to investigate this aspect as it can bridge the gap between apology and gender differences in the pragmatics literature.

RESEARCH METHOD

Research Design

This study attempts to give detail description about the apology strategies employed by Indonesian EFL learners. In addition, the study also seeks to investigate the differences between male and female EFL learners in the use of apology strategies. Accordingly, this study uses qualitative design because the main data are in the form of text. Ary et al. (2002).

Subject of the Study

This study will be conducted in University of Muhammadiyah Malang. EFL learners who are going to be observed are those who are currently taking the master program in English Language Teaching class of 2017-2018. There are 11 males and 11 females. The subjects are chosen because they are already familiar with English and less likely to have problems in applying apology in daily conversation.

Research Instruments

1. Interview

Interview is one of the techniques in the current study. Interview is beneficial for this research, as strengthening the questionnaire result about the participants' background. The researcher is required to gain in-depth data from each participant. It is also strengthened by Ary et al. (2010) who argued that interview is used in order to gather the data about someone's opinions, beliefs and feelings in their own words.

In this study, a semi-structured interview is employed to elicit the information from the participants. Ary et al. (2010) asserted that semi-structured interview occurs when the area of interest in interview is chosen, and questions are formulated but the interviewer may modify the format or questions during the interview process. So, the researcher do not strictly follow the interview guide. She asks more open ended questions and allowing for a discussion with the participants.

2. Discourse Completion Task (DCT)

In order to gather the data, a discourse completion task (DCT) is used. Many studies have used DCT to elicit learners' intuitions about how to perform specific act appropriately in different situations. A DCT is a written questionnaire containing short descriptions of a particular situation intended to reveal the pattern of a speech act being studied (Nurani, 2009). These consist of a description of situation and an instruction to learners to either select from a range of choices about how to respond or to say or write what they would respond. They can be presented orally or in writing, and the response can also be oral or written.

The DCT used in this study involves an open-ended form. There are 10 different situations in the DCT which university learners are probably to come across in their daily language interaction. Each situation includes a different social distance, for instance, an intimate person, an acquaintance, and so on.

Data Collection Procedures

Firstly, the researcher designed ten situations for DCT and also nine questions for interview guide. For validity and reliability purposes, the DCT questionnaire is

scrutinized by two lecturers of the English language at the University of Muhammadiyah who possess Master Degree with a bias on sociolinguistics and pragmatics. It is used to review the phrasing, suitability, thoroughness, and ease of use of the questionnaire.

Then, the researcher distributes the DCT to post graduate English department learners of University of Muhammadiyah Malang. She explains what data are for, but does not explain how they should fill the DCT since the instruction is already written clearly. After collecting the data, the researcher interviews the participants of this study by using interview guideline.

Data Analysis

These data are classified based on Cohen and Olshtain (1983) model. The data are tabulated, so the researcher can easily classify the apology strategies. The table of data interpretation is shown in table 3.5.1

3.5.1. Situations and Participants' Responses

Subject	Code	Apology Expressions	Type of Apology

For the second purpose of the study, the researcher counts the frequency of each type of apology strategies and converts it into percentage to know the differences between male and female EFL learners in term of the use of apology strategies. After that, the frequency and its percentage are put in a table as shown in table 3.5.2.

Table 3.5.2. Distribution of Apology Strategies Used by Male and Female Indonesian EFL Learners

Situation	1	2	3	4	5	6	7	8	9	10
Gender	M	F	M	F	M	F	M	F	M	F
Freq										

Notes

M : Males

F : Females

Freq : Frequency

Frequency is not the main data of this study. Frequency is the entry data to support the answer of second research question. So, it needs the interpretation. Then, the next phase is data description. The data are interpreted deeply to describe the way male and female learners differ in the use of apology strategies when responding to an intimate person, an acquaintance, and a stranger.

FINDINGS AND DISCUSSION

Research Findings

The Types of Apology Used by EFL Learners

The research findings reported that the learners used various types of apology strategies in completing Discourse Completion Task (DCT). Based on the result of the data analysis, the learners applied five types of apology as proposed by Olshtain and Cohen (1983). The five were an expression of apology (IFID), an offer of repair (REPR), an explanation of an account of the situation (EXPL), acknowledgement of responsibility for the offense (RESP), a promise of forbearance (FORB).

a. An Expression of Apology (Illocutionary Force Indicating Device)

The finding showed that expression of apology (IFID) was used by the learners in responding the Discourse Completion Task (DCT). The expressions of apology were found to be the most dominant type of apology strategy among EFL learners. The amount of IFIDs found in this study was 99 cases, the percentage was 45% of all apology strategies ($n=220$). The following excerpt data showed an Illocutionary Force Indicating Devices (IFID) used by the participants.

Excerpt Data 1

Situation 1

You have been lent your friend's books and because of your carelessness, some of the books have been damaged. What would you say when you want to return the books?

Response: **I am sorry** for inconvenience. (Appendix 4, Female 4)

b. An Offer of Repair

Offer of repair (REPR) was found in this study. There was 49 cases, and 22% of all apology strategies ($n=220$). In this type, the offender wished to make a betterment of the offence by giving compensation. The compensation can be done in

the same day or in the near future based on the interlocutor needs and wants. The following excerpt data showed an offer of repair used by the participant.

Excerpt Data 2

Situation 5

You have promised your younger sister/brother to take her/him to the cinema and you have forgotten to do so. She/he has been waiting for you at home for hours. What would you say to her/him as you get home?

Response: Oh my God. I totally forget about my promise. **Let's go to the cinema next time.** (Appendix 4, male 5)

The excerpt data above showed the speaker's act of his apology to his brother. Without any expression of apology, he wanted to repair his offense by asking his brother to go to the cinema next week. It was used as a compensation for the damage caused or improper promise caused by the speaker.

c. An Explanation of an Account of the Situation

Another apology strategy employed by EFL learners involved an explanation of the situation (EXPL). In this type of apology strategy, the offender or the speaker gave the explanation to decrease the effect or impact from the offence. There were 42 cases of EXPL reported in this study. The percentage was 19% of all apology strategies ($n=220$). The following excerpt data showed an explanation of an account used by the participants.

Excerpt Data 3

Situation 8

Your advisor, Dr , expected you to present a topic given, but due to a heavy traffic, you are late. What would you say to your advisor as you see him/her?

Response: **I am late because a heavy traffic.** (appendix 4, female 8)

Excerpt Data 4

Situation 4

You have promised one of the administration staff to return the notes but you forgot to return it. What would you say when you want to return the form?

Response: **I had problems two days ago.** (appendix 4, male 2)

These were two excerpt data about an explanation of account (EXPL). The two data were different. The first was the example of direct or explicit explanation. The last was the example of indirect or implicit explanation.

d. Acknowledgement of Responsibility

Acknowledgement of responsibility (RESP) was found in this study. This strategy was used by the offender or speaker in recognizing their fault. The offender showed their responsibility for the offence. There were 22 cases of EXPL found in this study. It was 10% of all apology strategies ($n=220$). The following excerpt data showed an acknowledgement of responsibility used by the participant.

Excerpt Data 5

Situation 7

When you talk with the university staff, you spill the cup of coffee on his/her desk accidentally. What would you say?

Response: **I did not mean to spill this cup of tea.** (appendix 4, male 2)

Excerpt Data 6

Situation 9

You are walking in a hurry in the lobby of the university. Suddenly, you step a stranger's foot accidentally. What would you say?

Response: **I should be more careful.** (appendix 4, male 9)

These were two excerpt data of RESP found in the data analyzed. The former example represented the expression of lack intention, while the later was an expression of self-deficiency.

e. A Promise of Forbearance

The last was a promise of forbearance (FORB). It was found in the participants' responses. Different with the first types of apology (IFID), which had the highest total of cases ($n=99$), this promise of forbearance had the lowest number of cases ($n=8$). It only had 4% of the amount of the five types of apology. The following excerpt data showed a promise of forbearance used by the participant.

Excerpt Data 7

Situation 10

Your younger brother/sister asked you to buy shoes for him/her. You promised to bring it to him/her. Unfortunately, you have forgotten. What would you say to her/him?

Response: **I promise, I will not do this again.** (appendix 4, male 9)

The Way Male and Female Learners Differ in the Use of Apology Strategies

The second research question deals with the way gender differ in the use of types of apology strategies in responding DCT. Ten different contexts were used to identify the response from the participants. The responses in each context were presented below.

1. An Expression of Apology (Illocutionary Force Indicating Device)

Table 4.2.1 Frequency of IFIDs among Males and Females in All Situations

Situation	1		2		3		4		5		6		7		8		9		10	
Gender	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Freq	4	6	3	2	8	7	6	7	5	4	10	8	4	8	2	2	2	6	4	1

Notes

M : Males

F : Females

Freq : Frequency

Table 4.2.1 above presented the distribution of IFIDs used by male and female learners. Male participants offered less IFIDs than female participants. It was evident that context 6 (meeting with a close friend) had the highest number among male learners ($n=10$), while context 9 (hurting stranger's hand accidentally) had the lowest number ($n=2$). In context 6, the offender had hurt the interlocutor. The speaker had been late for an hour to meet his close friend as his promise. This damage caused serious and face-threatening to the offender. As for context 9, both impact and status were minimum, the status was far.

In sum, there are two facts about apology strategies that used by the participants. Firstly, both males and females constituted IFIDs as the highest type of apology strategy. Secondly, IFIDs was dominantly used than other types of apology strategies. It can be concluded that most of participants in this study combined other types of apology strategies along with IFIDs.

2. An Offer of Repair

Table 4.2.2 Frequency of REPRs among Males and Females in All Situations

Situation	1		2		3		4		5		6		7		8		9		10	
Gender	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Freq	5	2	0	1	0	0	2	1	4	6	1	0	5	2	0	0	4	0	6	10

Notes

M : Males

F : Females

Freq : Frequency

From the table 4.2.2 above, male participants offered more REPRs than female participants. REPRs in male participants was found to have a frequency of 27 occurrences, while female participants was 22 occurrences. Between male and female participants used more REPRs in situation 10 (forgetting a promise with younger sister/brother). This indicated that REPR can be defined as a betterment. In particular, the speaker wanted to do another thing as a payment that could repair the damage he/she had caused. It was done to keep their closeness of relationship as a sibling.

3. An Explanation of an Account of the Situation

Table 4.2.3 Frequency of EXPLs among Males and Females in All Situations

Situation	1		2		3		4		5		6		7		8		9		10	
Gender	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Freq	2	1	8	8	0	0	3	2	1	1	0	3	0	0	7	7	0	0	0	0

Notes

M : Males

F : Females

Freq : Frequency

As seen in the table 4.2.3, the total number of EXPLs used by males were less than that of females. However, it was found to be similar. As the table 4.2.3 above demonstrated, male and female participants gave response in the context 10. In context

2 (breaking a promise to have a presentation in class), females perceived the highest frequency. This situation made both the participants required an information to relieve the effect of the offense done by the offender. This also constituted serious offences between male and female participants. It could be that the hearer (professor) in context 2 had higher-status than the speaker and it was hoped to decrease the effect caused by the speaker. Only female participants furnished an explanation to the close friend (context 6) as to why she could not keep her promise.

4. Acknowledgement of Responsibility for the Offence

Table 4.2.4 Frequency of RESPs among Males and Females in All Situations

Situation	1		2		3		4		5		6		7		8		9		10	
Gender	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Freq	0	2	0	0	3	4	0	0	0	0	0	0	2	1	0	0	5	5	0	0

Notes

M : Males

F : Females

Freq : Frequency

The table above was the total number of RESP used by males and females in all situations given in the DCT. Male participants offered less RESP than female participants. Both males and females participants were not used RESP in context 2, 4, 5, 6 and 10. Context 9 (hurting a stranger's hand accidentally in the lobby campus) had the highest number of RESPs. The difference between males and females was in context 1 (making wet and damage the friend's notes). It was possible that female participants gave more responsibility due to the social distance. In other words, females apologized by taking responsibility to friends and intimates more than males.

5. A Promise of Forbearance

Table 4.2.5 Frequency of FORBs among Males and Females in All Situations

Situation	1		2		3		4		5		6		7		8		9		10	
Gender	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Freq	0	0	0	0	0	0	0	1	1	0	0	0	0	0	2	2	0	0	1	0

Notes

M : Males
F : Females
Freq : Frequency

Different with the apology strategy of IFIDs, which found as the most dominant apology strategy, the FORB type of apology was the less preferably apology strategy. Male participants had 4 instances of FORB, while female participants had only 3 instances. Thus, the use of FORB in context 8 (coming late in class discussion with a supervisor) was found as the highest number instances. It was because of the level of fault due to the important activity which was discussion with the supervisor. The speakers used FORB in order to avoid more serious effect.

In sum, an expression of apology (IFID) was the most preferable strategy applied by male and female participants. It could be seen from the total amount achieved by IFID was 45%. The second preferable strategy was an offer of repair (REPR). The total number of REPR was 22% of all apology strategies ($n=220$). Another apology strategy employed by EFL learners involved an explanation of the situation (EXPL). The total number of EXPL reported in this study was 42 occurrences, which constituted 19% of all apology strategies ($n=220$). Next, it was acknowledgement of responsibility. It constituted 10% of all apology strategies ($n=220$). The last was a promise of forbearance. It was the less preferable strategy used by the participants. It could be seen from the total amount achieved was less than 10%.

Discussion

The discussion is presented by comparing the findings with the established theory in relation to the apology strategies. The discussion covers the types of apology strategy used by EFL learners and the way male and female learners differ in the use of apology strategies. The detail discussion is presented as follows.

The first research question of this study was intended to investigate the apologies strategies used by Indonesian EFL learners. Overall, the subjects of this study employed five apology strategies (IFID, REPR, EXPL, RESP, FORB), but to different degrees. The results showed that strategies included in the category of IFIDs ($n=99$,

45%)) were used more than other categories followed by REPRs ($n=48$, 22%) and EXPLs ($n=43$, 20%). Other types of apology strategies were used in low frequency. Approximately, all remedial exchanges in Indonesian involved an explicit expression of apology (IFID), and the high application of this category by EFL learners of English could be attributed to this fact. It was observed that most participants used IFIDs along with offering a repair or giving a reason for the offence committed. Thus, it was probably safe to assume that Indonesian speakers had tendency to apologize through the use of IFIDs along with REPRs and EXPLs.

The second most frequent apology strategy among Indonesian EFL learners was the offer to repair at 22%. This prevalence occurred despite the argument of Blum-Kulka (1982), who stated that offer of repair was a situation-specific strategy most regularly employed in situations that involved physical offences or damages.

Offering an explanation or account for the reason behind doing the offensive act was the third most used apology strategy among Indonesian EFL learners, with 20% of the total apology responses. This coincided with the findings of a study conducted by Jebahi (2011) which found that the strategy of explanation or account was the second most used apology strategy among Tunisian university students. This implied that Indonesian EFL learners tended to explain to the hearer the reason behind the offensive act to minimize the responsibility assigned to the apologizer.

The subjects of this study tended to avoid accepting responsibility and making promises of forbearance. This was probably due to the fact that these two strategies caused them to lose more face than any of other strategies. This finding was in line with Uгла and Zainol Abidin (2016) who conducted a study on apology strategies used by Iraqi EFL university students. The result of their study indicated that Iraqi students were aware of using apologies in appropriate situations. They mostly used explicit expression of apology (IFID), especially expression of regret. In addition, they used offer of repair, an explanation or account, and they expressed lack of intent.

In accordance with the second research problem, the findings showed that although males and females used some similar strategies, they applied them in different orders. As it was said, the use of promise forbearance by male EFL learners were more

than female EFL learners. This might be because they need to promise of forbearance in order to maintain their relationship. Besides, as Holmes (1990) mentioned, promise of forbearance was used in weightier apologies. Thus, it seemed that males evaluated offences and the need to apologize differently from females and consequently they used this strategy more than females.

Another data came from the results of the interview. The interview provided some information on students' opinions about the significance of apologies. Some of the participants considered apology as something moral that must be done. Apology was a polite activity to repair an offence. Then, the participants agreed that they used variations of apology patterns depending on the social status and whether it was higher, equal, or lower in status. They also agreed that they used variation of apology patterns depending on the social status and whether it was close, neutral, or far social distance. Therefore, the participants stated that they used different apology patterns according to the kind of situation. In sum, having ability to use apology strategies which was suitable with situations and relationships (status) was one important aspect of communicative competence.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the research findings and discussion presented in the previous chapter, it can be concluded that the Indonesian EFL learners used five types. Those are an expression of apology (IFID), an offer of repair (REPR), an explanation of an account of the situation (EXPL), acknowledgement of responsibility (RESP), a promise of forbearance (FORB).

Dealing with the second research problem, both male and female EFL learners in this study used the same variants of apology strategies in responding Discourse Completion Tasks (DCT). The difference was found only in a small number. The percentage of IFIDs used by male was 44% while by female was 45%. The use of REPR by male (24%) was higher than by female (20%). Next, in the use of EXPL by male (18%) was less than by females (20%). RESP used by male (9%) was less than

by females (10%). The last was FORB. The use of FORB by male (5%) was higher than by female (3%).

Suggestions

There are some aspects that need to be taken into consideration based on the findings and the discussions for the betterment of the quality of the speech act of apology used by EFL learners.

Firstly, for EFL teachers who are the facilitators in teaching and learning process, it is suggested that they provide the students with more opportunities in having English exposure, particularly in cultural differences. It aims to make the students culturally aware of the differences. Accordingly, it is important to develop the material used in the teaching of English by using authentic sources to optimize the instructions. Further, the teachers can use DCTs in the classroom as pragmatic exercise to assess the development.

In addition, for further researchers who are interested in conducting the same area of research, it is suggested that they broaden the participants of the research. By adding the number of participants, the further researchers may obtain the comparison of the types of apology strategies by using another theory and the comparison of the use of variation apology strategies through gender or other social variables such relative power and social distance.

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Appendix 1: interview guideline

1. Age
2. Participants' Native Language
3. Do you like English subject?
4. How many years have you been studying English?
5. What has your English study focused on? (e.g. vocabulary, pragmatics, grammar, literature, etc.)
6. How often do you use English outside the class?
7. Do you consider yourself fluent enough in English?
8. What is your opinion about the apology?
9. What does make the apology strategy vary?



Appendix 2: Discourse Completion Test (DCT)

QUESTIONNAIRE

DCT (Discourse Completion Task)

Apology Instrument

Dear respondents

There are ten brief situations calling for an apology. Kindly respond to the situations as natural as possible as you would in an actual situation. Be assured that the information obtained in the course of this study will be kept confidential and used only for the purposes of academic research.

Thank you

Fitri Anjarsari Sudirman

Instruction: Please respond to these situations as realistically as possible.

Situation 1

You have been lent your friend's books and because of your carelessness, some of the books have been damaged. What would you say when you want to return the books?

Situation 2

You have promised to have a presentation in class but due to a very bad cold, you have not been able to even attend the class. What would you say to your professor in the next session you attend the class?

Situation 3

The school bus is very crowded so you are standing in the bus. The bus-driver suddenly brakes and you lose your control and step on a stranger's foot. What would you say?

Situation 4

You have promised one of the administration staff to return the notes but you forgot to return it. What would you say when you want to return the form?

Situation 5

You have promised your younger sister/brother to take her/him to the cinema and you have forgotten to do so. She/he has been waiting for you at home for hours. What would you say to her/him as you get home?

Situation 6

You have promised to meet your close friend at the canteen and you get there an hour later and find your friend still waiting for you at the canteen. What would you say to her/him?

Situation 7

When you talk with the university staff, you spill the cup of coffee on his/her desk accidentally. What would you say?

Situation 8

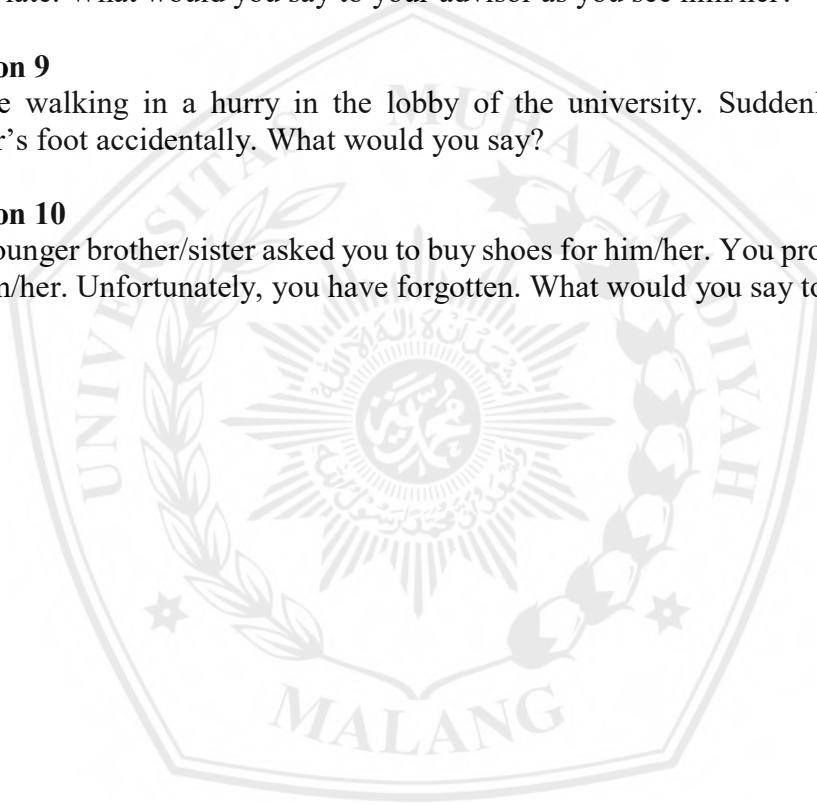
Your advisor, Dr , expected you to present a topic given, but due to a heavy traffic, you are late. What would you say to your advisor as you see him/her?

Situation 9

You are walking in a hurry in the lobby of the university. Suddenly, you step a stranger's foot accidentally. What would you say?

Situation 10

Your younger brother/sister asked you to buy shoes for him/her. You promised to bring it to him/her. Unfortunately, you have forgotten. What would you say to her/him?



Appendix 3: Blue Print of the Discourse Completion Task

Table 3.3.2.1 : Blue Print of the Discourse Completion Task

Number of item	Aspect	Participant
1	Apology to a friend	Student and his/her friend
2	Apology to a professor	Student and his/her professor
3	Apology to a stranger	Student and a stranger
4	Apology to a university staff	Student and university staff
5	Apology to brother/sister	Student and his/her brother/sister
6	Apology to a friend	Student and his/her friend
7	Apology to a university staff	Student and university staff
8	Apology to a supervisor	Student and his/her supervisor
9	Apology to a stranger	Student and a stranger
10	Apology to a brother/sister	Student and his/her brother/sister



Appendix 4 Results of Discourse Completion Task

Subjects	Code	Data	Type of Apology
Male 1	IFID	I am sorry	An expression of apology
	IFID	I am really sorry	An expression of apology
	IFID	I am really sorry	An expression of apology
	REPR	I'll return it next week	An offer of repair
	IFID	I am really sorry	An expression of apology
	IFID	Sorry	An expression of apology
	REPR	I'll clean your desk	An offer of repair
	IFID	I am really sorry	An expression of apology
	REPR	I'll bring you to the hospital	An offer of repair
	IFID	I am sorry	An expression of apology
Male 2	IFID	I am sorry	An expression of apology
	IFID	I am really sorry	An expression of apology
	RESP	I do not mind to do that	Acknowledgement of responsibility
	EXPL	I had problem two days ago	An explanation of the situation
	REPR	I promise to take you to the cinema tomorrow	An offer of repair
	IFID	I am sorry	An expression of apology
	RESP	I do not mean to spill this	Acknowledgement of responsibility
	FORB	Next time I'll come on time	A promise of forbearance
	RESP	I do not mean to hurt your hand	Acknowledgement of responsibility
	REPR	I'll take you next time	An offer of repair
Male 3	REPR	I'll fix it up if you need it	An offer of repair
	EXPL	I have bad cold. I couldn't attend the class	An explanation of the situation
	IFID	Sorry	An expression of apology
	REPR	How much is the fine?	An offer of repair
	FORB	Next time, I won't do the same.	A promise of forbearance
	REPR	Let me buy a cup of coffee for you	An offer of repair
	RESP	I did not mean it	Acknowledgement of responsibility
	EXPL	The traffic was very heavy	An explanation of the situation
	REPR	Do you need something?	An offer of repair
	IFID	Sorry	An expression of apology
Male 4	REPR	I will change it	An offer of repair
	EXPL	I didn't attend the class because it was very cold	An explanation of the situation
	RESP	I did not mean to do that	Acknowledgement of responsibility
	IFID	I am sorry. Please forgive me	An expression of apology

	REPR	I will treat you next time	An offer of repair
	IFID	I am sorry. Please forgive me	An expression of apology
	REPR	I will clean it	An offer of repair
	EXPL	I got heavy traffic	An explanation of the situation
	RESP	I didn't mean to hurt you	Acknowledgement of responsibility
	REPR	I will buy it tomorrow	An offer of repair
Male 5	REPR	I will rewrite and then return it to you	An offer of repair
	EXPL	Due to the bad cold, I cannot attend the class	An explanation of the situation
	RESP	I did not mean that	Acknowledgement of responsibility
	IFID	I am so sorry	An expression of apology
	REPR	Lets go the cinema next time	An offer of repair
	IFID	Sorry, my bad.	An expression of apology
	REPR	I will clean up	An offer of repair
	EXPL	Due to the heavy traffic, I come late	An explanation of the situation
	REPR	What should I do for you?	An offer of repair
	REPR	I will buy it for you	An offer of repair
Male 6	IFID	I am really sorry	An expression of apology
	EXPL	I had bad cold yesterday	An explanation of the situation
	IFID	I am so sorry	An expression of apology
	EXPL	I got influenza, I forgot to return the form	An explanation of the situation
	IFID	I am terribly sorry	An expression of apology
	IFID	I am so sorry	An expression of apology
	IFID	I am so sorry	An expression of apology
	EXPL	The traffic was so awful	An explanation of the situation
	RESP	I did not intend to hurt your hand	Acknowledgement of responsibility
	REPR	I'm going to buy your book next week	An offer of repair
Male 7	REPR	I will buy a new note	An offer of repair
	EXPL	I cannot present because of my bad condition	An explanation of the situation
	IFID	I am really sorry	An expression of apology
	IFID	I am sorry	An expression of apology
	IFID	I am sorry	An expression of apology
	IFID	I am sorry	An expression of apology
	IFID	I am sorry	An expression of apology

Male 8	EXPL	I am late because some troubles	An explanation of the situation
	IFID	I am sorry for my mistake	An expression of apology
	IFID	I am sorry	An expression of apology
	IFID	I do apologize	An expression of apology
	IFID	I am so sorry	An expression of apology
	IFID	I am sorry	An expression of apology
	IFID	Forgive me for this case	An expression of apology
	IFID	I am so sorry	An expression of apology
	IFID	I do apologize	An expression of apology
	IFID	I am sorry	An expression of apology
	EXPL	I got traffic jam	An explanation of the situation
	RESP	I don't mean that	Acknowledgement of responsibility
	REPR	I will buy as soon as possible	An offer of repair
Male 9	EXPL	You're notes are wet because it was rainy	An explanation of the situation
	EXPL	Due to the bad health condition, I cannot attend the class.	An explanation of the situation
	IFID	Sorry	An expression of apology
	EXPL	Due to the technical misunderstanding on my side, I can't submit on time	An explanation of the situation
	IFID	Terribly sorry	An expression of apology
	IFID	Sorry	An expression of apology
	REPR	Let me try to help you to fix it	An offer of repair
	FORB	This would be my last time	A promise of forbearance
	RESP	I should be more careful	Acknowledgement of responsibility
	FORB	I promise, I will not do this again	A promise of forbearance
Male 10	EXPL	Yesterday was rain. Some of your notes have been wet and damage	An explanation of the situation
	EXPL	I was sick and I could not attend the class	An explanation of the situation
	IFID	I am sorry	An expression of apology
	IFID	I am sorry. I forgot about it	An expression of apology
	REPR	Next time, we will watch the cinema again	An offer of repair
	IFID	I am sorry	An expression of apology
	REPR	I'll make it for you soonest	An offer of repair

	IFID	I am so sorry	An expression of apology
	REPR	I'll take you to the hospital	An offer of repair
	REPR	I'll buy it and give you additional surprise	An offer of repair
Male 11	REPR	I change it with the new one later	An offer of repair
	EXPL	I cannot attend the class. I am not OK	An explanation of the situation
	IFID	I am sorry	An expression of apology
	IFID	I am sorry	An expression of apology
	EXPL	I forgot because I have something to do	An explanation of the situation
	IFID	I am sorry. I am late	An expression of apology
	IFID	I am sorry	An expression of apology
	EXPL	I am late because of the heavy traffic	An explanation of the situation
	IFID	I am sorry	An expression of apology
	IFID	I am sorry	An expression of apology
	IFID	I am sorry	An expression of apology
Female 1	EXPL	Due to my bad cold, I cannot attend the class	An explanation of the situation
	IFID	I am sorry	An expression of apology
	IFID	Sorry for being late	An expression of apology
	IFID	I am sorry	An expression of apology
	IFID	Sorry	An expression of apology
	IFID	I am so sorry	An expression of apology
	EXPL	I'm late. I got the traffic jam	An explanation of the situation
	IFID	Sorry	An expression of apology
	REPR	We can go to the bookstore in Saturday night	An offer of repair
	IFID	I am so sorry	An expression of apology
Female 2	EXPL	I have a very bad cold	An explanation of the situation
	IFID	I am so sorry, Sir	An expression of apology
	IFID	I do apologize	An expression of apology
	REPR	I will replace it for a better movie	An offer of repair
	EXPL	I have to fixed my clothes before come here	An explanation of the situation
	IFID	I am sorry	An expression of apology
	EXPL	I got a heavy traffic	An explanation of the situation
	RESP	I did not mean to	Acknowledgement of responsibility
	REPR	I will buy that book tomorrow	An offer of repair

Female 3	RESP	I didn't mean it	Acknowledgement of responsibility
	EXPL	I could not attend the class. I was sick	An explanation of the situation
	RESP	I did not mean it	Acknowledgement of responsibility
	IFID	I am sorry	An expression of apology
	REPR	I will take you there another time	An offer of repair
	IFID	Sorry for being late	An expression of apology
	IFID	Sorry	An expression of apology
	FORB	I promise it will not happen again	A promise of forbearance
	IFID	I am sorry	An expression of apology
	REPR	Shall we go to the bookstore now?	An offer of repair
Female 4	IFID	I am so sorry for inconvenience	An expression of apology
	EXPL	Due to my bad condition yesterday, I couldn't present my topic	An explanation of the situation
	IFID	Sorry	An expression of apology
	IFID	I am sorry	An expression of apology
	EXPL	I couldn't bring you to cinema because some urgent activities in campus	An explanation of the situation
	IFID	I am sorry	An expression of apology
	REPR	May I clean your desk?	An offer of repair
	EXPL	The traffic jam has made me late	An explanation of the situation
	IFID	I am sorry	An expression of apology
	REPR	I will buy it tomorrow	An offer of repair
Female 5	RESP	I did not mean to damage your notes	Acknowledgement of responsibility
	EXPL	I got bad cold at that time.	An explanation of the situation
	RESP	I did not mean to do that	Acknowledgement of responsibility
	EXPL	I have something urgent to do without any confirmation before	An explanation of the situation
	IFID	I am sorry	An expression of apology
	EXPL	I looked for the book that I want. It took long time to find it	An explanation of the situation
	IFID	I am sorry	An expression of apology
	EXPL	I got the traffic jam	An explanation of the situation

	RESP	I didn't mean to hurt your hand	Acknowledgement of responsibility
	REPR	I promise to buy it tomorrow	An offer of repair
Female 6	IFID	Please forgive me	An expression of apology
	EXPL	I cannot attend the class because of my sickness	An explanation of the situation
	IFID	I am so sorry	An expression of apology
	IFID	I am sorry	An expression of apology
	REPR	What if we go to the cinema today?	An offer of repair
	IFID	Sorry	An expression of apology
	RESP	I didn't intent to do that	Acknowledgement of responsibility
	IFID	I am sorry for being late	An expression of apology
	IFID	I am so sorry	An expression of apology
	REPR	I will buy it today	An offer of repair
Female 7	IFID	I do apologize, please forgive me	An expression of apology
	EXPL	I felt not good yesterday	An explanation of the situation
	IFID	I am sorry	An expression of apology
	IFID	I am so sorry, I forgot to return the form	An expression of apology
	IFID	I am so sorry	An expression of apology
	IFID	Sorry my friend	An expression of apology
	IFID	I am sorry, Sir for this accident	An expression of apology
	EXPL	That was heavy traffic	An explanation of the situation
	RESP	I didn't intend to hurt your hand	Acknowledgement of responsibility
	REPR	Maybe, I will buy the book tomorrow	An offer of repair
Female 8	EXPL	It was raining yesterday. Your notes have been wet.	An explanation of the situation
	EXPL	I didn't come due to I was a very bad cold	An explanation of the situation
	RESP	I don't mind to step your foot	Acknowledgement of responsibility
	EXPL	I have something that is very emergency to do	An explanation of the situation
	IFID	I am sorry	An expression of apology
	IFID	Sorry for being late	An expression of apology
	REPR	Let me clean your desk	An offer of repair

	EXPL	I am late because a heavy traffic jam	An explanation of the situation
	RESP	I don't mind it. Are you OK?	Acknowledgement of responsibility
	IFID	I am sorry	An expression of apology
Female 9	REPR	I will fix it	An offer of repair
	IFID	I am really sorry	An expression of apology
	RESP	I did not mean that	Acknowledgement of responsibility
	IFID	I truly apologize	An expression of apology
	REPR	How about if we go to cinema tomorrow?	An offer of repair
	EXPL	I got traffic jam	An explanation of the situation
	IFID	I am sorry	An expression of apology
	FORB	I won't repeat it again	A promise of forbearance
	IFID	I am very sorry	An expression of apology
	REPR	Let's go to the bookstore now	An offer of repair
Female 10	REPR	I will change a new note	An offer of repair
	IFID	I do apologize	An expression of apology
	IFID	I apologize	An expression of apology
	REPR	I will return it	An offer of repair
	REPR	I promise, we will go to the cinema next time	An offer of repair
	IFID	I am sorry	An expression of apology
	IFID	I do apologize	An expression of apology
	IFID	I am so sorry, Sir	An expression of apology
	IFID	Sorry	An expression of apology
	REPR	I will buy the books next time	An offer of repair
Female 11	IFID	I am sorry	An expression of apology
	REPR	I will do my best in the next session.	An offer of repair
	IFID	I am so sorry	An expression of apology
	FORB	I promise, I will not do it again	A promise of forbearance
	REPR	Can we go to the cinema now?	An offer of repair
	IFID	I am sorry	An expression of apology
	IFID	I am sorry	An expression of apology
	EXPL	I got heavy traffic	An explanation of the situation
	RESP	Is that hurt?	Acknowledgement of responsibility
	REPR	Can we still go the bookstore?	An offer of repair

